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ABSTRACT

In an effort to relate academic skills with workplace skills and facilitate the transition from school to work, the Community College of Rhode Island developed a skill-based instructional model targeted at 9th through 12th graders and consisting of 6 instructional areas, or strands, and 31 related skills. This guide provides suggested activities for the skills and includes sample handouts and assignment sheets. The activities are organized by the following six strands: (1) career occupational skills, focusing on developing awareness of diverse careers and prerequisites, preparing an academic program reflective of the career choice, and job search strategies; (2) personal skills which examines essential personal attributes and their interplay with career development and develops a personal work ethic and critical thinking skills; (3) interpersonal relationships, including developing language mechanics, identifying leadership styles, exploring conflict resolution, and developing an awareness, understanding, and appreciation of diverse cultures; (4) applied technology skills, focusing on information access, information analysis, and computer literacy; (5) understanding and working through systems, providing a working knowledge of government/political systems, social systems, economic systems, and organizational structures such as union development; and (6) critical thinking process skills, identifying a school or community problem and proposing solutions. For each skill, an overview is provided and information is presented on a suggested time in the lesson plan for addressing the skill, the target grade level, and objectives. (TGI)

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ED 391 554

Skill-Building Activities Guide

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JC 960 110

COMMUNITY COLLEGE OF RHODE ISLAND

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SKILL–BUILDING ACTIVITIES GUIDE
SUMMARY

STRAND	SKILL	OVERVIEW
1-Career Occupational Skills	1-Exploration	Develop awareness of diverse careers and prerequisites essential to career preparation and job placement
	1-Exploration and 2-Planning	Develop career choice that demonstrates essential skills and abilities needed for job placement
		Identify long- and short-term career goals and develop career ladder exhibiting time and goal acquisition
	2-Planning	Prepare academic program reflective of career choice and long- and short-range preparation
	3-Preparation	Assess, develop, implement, and evaluate job search strategies which will result in effective networking and marketing
2-Personal Skills	1-Attitude	Examine essential personal attributes and their interplay with career development and successful placement in the workplace
	2-Ethics	Develop a personal work ethic reflective of character building and contrast it with that of another
	3-Values	Examine how personal, work and changing values affect employment situations
	6-Daily Living	To be health-conscious and practice healthy habits for job attendance and retention
	7-Decision-Making	To apply critical thinking skills in a simulated decision-making exercise and to test the results

STRAND	SKILL	OVERVIEW
3-Interpersonal Relationships	1-Communication	Develop language mechanics (listening, speaking, and writing) by employing three diverse media sources (newspapers, radio, and television)
	2-Leadership	Define "leadership" and identify leadership styles and characteristics/traits
	3-Team Work	To recognize, comprehend, apply, and evaluate leadership responsibility inclusive of its process and products
	4-Conflict Resolution	To view conflict resolution as both process and closure and explore its use
	5-Diversity	To develop an awareness, understanding and appreciation of diverse cultures and their mores through the social sciences and arts
	6-Internal/External Customer Relations	To define internal and external customer relationships and determine how they are demonstrated in real-life situations
4-Applied Technology Skills	1-Information Access	Determine specific sources of essential information when undertaking research
	2-Information Analysis	To analyze information for its accuracy, reliability, and validity through a career search
	3-Computer Literacy	To develop basic computer skills, including keyboarding, program/software selection, knowledge of application, program modification, and troubleshooting
		To apply computer skills in the planning, development and printing of a class newspaper

STRAND	SKILL	OVERVIEW
5-Understanding and Working Through Systems	1-Government/Political Systems	To understand that government/political systems are diverse and have historical foundations
		To have a working knowledge of local politics and how a municipal government functions and affects workers' rights
		To understand how the first Ten Amendments to the United States Constitution, better known as the Bill of Rights, affects our daily lives in and out of the workplace
	2-Social Systems	To understand how communities develop through the examination of oneself and its relationship with families, friends, and neighborhoods
	3-Economic Systems	To understand the development of a national economic system based upon taxation
		To understand what entitlements (Social Security, Medicare, and Public Assistance) are and how taxes are used to pay for them
	4-Organizational Structure	To explore the inner workings of an organizational structure to understand its functioning and complexities
		To have a working knowledge and understanding of union development in the United States
6-Critical Thinking Process Skills	1-Problem Identification/Resolution	To identify a school or community problem and propose solutions through a research-based approach
	2-Information Access	To develop an information access system that will provide career and job information for students

Career Occupational Skills

SKILL 1 — Exploration

Overview: To develop an awareness of diverse careers in the workplace and the prerequisites essential to career preparation as well as job placement

Time: Day One

Grade Span: 9–12

Objectives:

To explore varied careers and the personal/professional prerequisites required

To share with others (peers and parents) career choices/ preferences

To understand the process of career selection/s

To appreciate the personal choices and decisions that will be made in pursuing career choices

To exhibit a willingness and commitment to pursue career choice

Activities: The student will:

Research career choice/s through a library exhibit developed by teachers, guidance counselors, and librarians

Complete questionnaire regarding job prerequisites (see attachment)

Enter comments for questionnaire completion in journals for future references

Form small groups representative of career choices and begin to develop a chart of career choice and the prerequisites

For homework, select a picture which characterizes career choices and write a two–sentence caption

Discuss with parents/peers what career/s have been chosen

Materials:

Library exhibit of career materials
Questionnaire
Journals
Charts
Magazines/newspapers for picture selection

Assessment:

Class discussion
Small group participation
Questionnaire
Journal entry
Chart development
Homework: picture and caption writing
Parent/peer discussion

CAREER CHOICE QUESTIONNAIRE

Name:

1. What career/s are you interested in?

2. Why are you selecting this/these careers?

3. What prerequisites do you think are required for this/these careers? List them below.

4. Do you feel that your career choices are compatible with your abilities and interests? If so, how?

5. Have you been interested in this/these careers for a short or long period of time? Circle one.

   Comments:

6. List five steps that you should take to begin your career preparation.

CAREER CHART

CAREER	PREQUISITES

CAREER CAPTION

Name:

PICTURE

CAPTION

Career Occupational Skills

Skill 1 — Exploration
Skill 2 — Planning

Overview: To develop a career choice that demonstrates essential know–how, skills, and abilities needed for job placement

Time: Day Two

Grade Span: 9–12

Objectives: To determine a career choice that correlates with aptitude, personality, and future job placement.

To develop a willingness to pursue career choice

To realize that career preparation is a lengthy process requiring commitment and preparation

To determine whether career choice will result in job acquisition in the 21st century

To realize that more than one career choice could be made in a lifetime

Activities: The student will:

Large–Group Discussion

Respond to teacher's question as to career choice

Volunteer to share with peers picture and caption of career choice

Read from journal the answers to career choice questionnaire

Answer peer questions about career choice, such as reasons for career choice, workplace demand for career choice, and educational requirements for selected career

Small–Group Activities

Divide into career–cluster groups according to choices

Draw a diagram of the choices around a career cluster

Create a collage from career pictures

Select a speaker to present diagram and collage

Large–Group Presentations

Present career cluster diagrams and collages

Write down peer questions asked from diagram and collage presentations

For homework, complete the handout on short– and long-term goals for career choice

Materials:

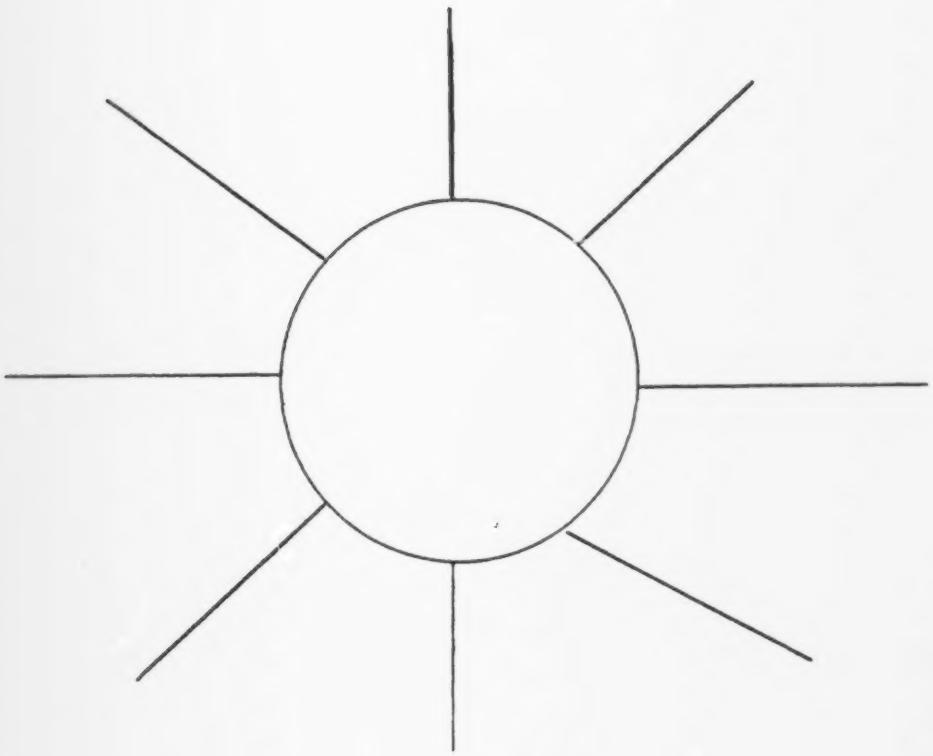
Questionnaire
Journal
Picture/caption
Diagram
Collage
Goal Handout

Assessment:

Large–class and small–class discussion
Questionnaire
Journal entries
Picture/caption
Small–group diagram and collage
Goal handout

CAREER CLUSTER DIAGRAM

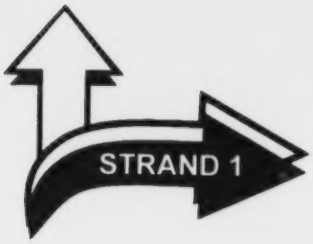
Name:



CAREER GOALS

Name:

Long–Term Goals	Short–Term Goals



Career Occupational Skills

Skill 1 — Exploration
Skill 2 — Planning

Overview: To identify long–term and short–term career (occupational) goals and develop a career ladder exhibiting time and goal acquisition

Time: Day Three

Grade Span: 9–12

Objectives: To identify long–term and short–term goals for career choice

To develop a career ladder that correlates goals with time sequence

To develop a source guide of career information

To acquire inquiry skills that facilitate correct responses

To develop patience and constancy of purpose in research activities

Activities: The student will:

Attend the School Career Fair to do research on career choice/s; talk with community people (business/industry representatives, service providers, etc.); and collect handouts/brochures for further study

In Assigned Career Centers, work with teachers and community people in completing goal sheets

After completing goal sheets, develop career ladders with time frames

From the time frames, fill in activities: (1) interest inventory, (2) aptitude test, (3) counselor assignment and interview, and (4) individual curriculum (Grades 9–12)

Place all information in a career portfolio

Go to assigned work station, develop "ME" poster to

assess personal strengths in correlation with career choice

Finish "ME" poster for homework

Materials:

Career Fair materials
Long–term and short–term career goals sheet
Career ladder worksheet
Career portfolio
Materials for "ME" poster

Assessment:

Career fair participation
Small–group activities
Long–term and short–term career goals sheet
Career ladder worksheet
Preparation of career portfolio
"ME" poster

CAREER LADDER

Name:

ACTIVITIES	TIME

ME POSTER

Name:

Directions: Design a poster that describes who you are and how "who you are" matches with your career choice. You can use pictures, photos, words, ideas, symbols that describe you!!

Career Occupational Skills

Skill 2 — Planning

Overview: To prepare an academic program reflective of career choice and long–range and short–range preparation

Time: Day Four

Grade Span: 9–I2

Objectives:

To develop an academic program that correlates academic skills with career preparation

To assess personal and academic skills in order to set realistic goals

To understand that attitude plays a major role in academic success and career attainment

To be willing to reassess career choices so that goals remain attainable

To share with others — teachers, peers, and family — assessments of academic and skill attainments

Activities: The student will:

Complete an assessment of academic backgrounds, i.e., achievement testing, academic profile, career interest inventory, and interview

Meet individually with staff to determine academic needs and career choices

Develop an academic program that is approved by all, including family and future employer/s

Determine that final evaluation will be based upon community experience, demonstration project, and portfolio

Develop a one–year activity planner that reflects academic course work, field experience, and portfolio assessment

Write an academic contract for the first semester that meets the approval of all concerned parties

Materials:

Written individual assessment
Needs assessment sheets
Portfolio of assessment material
One–year activity planner
First–semester academic contract

Assessment:

Individual counseling sessions
Standardized testing for needs assessments
IEP'S for disabled learners
Preparation of academic program
Outline of one–year activity planner
One–semester contract learning

ACADEMIC ASSESSMENT/PROGRAM

Name:

Testing Data:

Career Goals:

Academic Course Work:

Career Cluster_____ Year of Graduation_____

Year I_____ Year II _____

Year III_____ Year IV_____

ONE –YEAR ACTIVITY PLANNER

Name:

Course Work:

Field/Work Experience:

Contract Learning:

Contract Approval:

Final Evaluation:

CONTRACT LEARNING

Name:

Project Description:

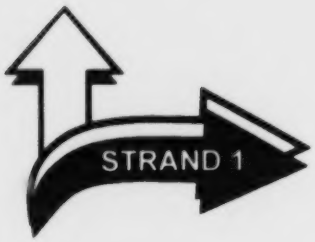
Goals:

Activities:

Evaluation:

Date Due:

Contract Signatures:



Career Occupational Skills

Skill 3 — Preparation

Overview: To assess, develop, implement, and evaluate job search strategies which will result in effective networking and marketing

Time: Day Five

Grade Span: 9–12

Objectives: To write a resume that includes essential information for job acquisition

To employ the proper formatting for a resume

To read and follow directions

To possess reading and writing skills that exhibit understanding and application

To employ the proper formatting for writing a business letter

Activities: The student will:

Large–group discussion

Do a job search in a local newspaper

Cut out the ad and share it with the class

Write on the board what the ad requires for job consideration

Small–group work

At assigned work station, open envelope and read newspaper ad

Determine the ad requirements

Prepare drafts of resume and cover (business) letter on computers

Learning activity center

Teacher as facilitator

Resume and business letter samples

Computers

Materials:

Newspapers
Resume and business letter samples
Stationary
Computers

Assessment:

Large–class and small–class participation
Newspaper activities
Resumes
Cover letters
Computer skills

RESUME FORMAT

NAME: SOC. SEC. #:

ADDRESS: TELEPHONE #:

EDUCATION:

WORK EXPERIENCE:

REFERENCES:

HOBBIES/INTERESTS

WRITING COVER LETTERS
BUSINESS LETTER FORMAT

Heading

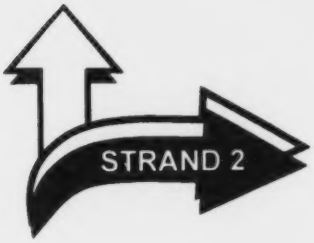
Inside Address

Salutation or Greeting

BODY OF LETTER

Complimentary Close

Signature



Personal Skills

Skill 1 – Attitude

Overview: To examine essential/personal attributes and their interplay with career development and successful placement in the workplace

Time: Days Six, Seven, and Eight

Grade Span: 9–12

Objectives: To know that personal perceptions reflect other people's perceptions of ourselves

To develop a self view by examining oneself cognitively and effectively

To understand that "who you are" is often "who you are becoming"

To realize that personal development is ongoing and affected by family, friends, and environment

To realize that one's personality is unique and determines career development

Activities: The student will:

Watch a short segment of the movie, Working Girl, and answer questions regarding work habits, dress, and interrelationships

Divide into groups according to question category and complete activities assigned to those groups:

(1) Work Habits — Skit Development

(2) Dress— Design and Presentation

(3) Interrelationships — Game Playing

Develop materials assigned to each group for large class presentation. Allow for two days of class and homework.

Video tape (2–3 students) the group presentations for self–analysis and evaluation

Share presentations with another class for objective input and refinement

Ask an employer for an evaluation of group's work relative to the workplace

Materials:

Video of Working Girl
Questionnaires
Skit
Dress design
Game
Employer evaluation

Assessment:

Small–and large–class discussion
Small–group participation/cooperation
Film questionnaire
Portfolio review: skit, dress design, and game
Employer evaluation of group

WORKING GIRL QUESTIONNAIRE

Name:

Category 1: Work Habits:

1. Did the characters demonstrate work confidence? If so, name the character and how work confidence was demonstrated.

2. Select any character and cite two examples of job dependability, responsibility, and commitment.

3. What role did "team work" play in the success and/or failure of the characters' goals? You may select more than one character.

Category 2: Dress:

1. Describe in three sentences the clothing of one character.

2. Compare the dress of management with one of workforce.

3. Do you believe that dress can make the difference in job success and retention?

Category 3: Interrelationships:

1. Discuss two interrelationships that proved ineffective in job success.

2. Did team effort result in job satisfaction?

3. Is "constancy of purpose" essential to job retention?

SKIT DEVELOPMENT FOR GROUP 1

Directions: Develop a five–minute skit that involves similar characters of Working Girl and relates to the questionnaire.

In developing this skit, include characters, their actions, the scenery surrounding them, and their physical movements.

Characters:

Scene:

DRESS DESIGN FOR GROUP 2

Directions: Take the paper characters and clothing; paste them on cardboard; cut out; and select outfits for the characters. Then answer the questions on dress. These characters will be used for the skit production and video.

GAME PLAYING FOR GROUP 3

Directions: Develop a charade game that uses words to describe team work. Examples would be cooperation, sociability, respect, and helpfulness.

EMPLOYER EVALUATION OF VIDEO

Name:

1. Does this video achieve the major objectives of the teaching plan?

2. If so, what were the most effective categories: skit presentation, dress design, and/or game development?

3. Did we illustrate what personal attributes are essential to job preparation and acquisition?

4. Would you recommend how to improve our presentation? If so, please assist us.

Thank you for your involvement and input. We invite you to a follow–up, round–table discussion on the video on _____.

Personal Skills

Skill 2 – Ethics

Overview: To develop a personal work ethic reflective of character building and contrast it with that of another — be it peer, family, friend, or community person

Time: Days Nine and Ten

Grade Span: 9–12

Objectives: To develop a personal work ethic reflective of oneself

To contrast personal work ethic with that of others

To determine if one's own work ethic "fits" with that of our peers and job management

To decide whether or not personal work ethics can be changed/modified to meet employer's requirements

To accept or reject work ethics when they conflict with our own

Activities: The student will:

In large group discussion:

Read James Finn Garner's 'Cinderella," from *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*

Describe the character of "Cinderella" in terms of her relationships with stepmother and stepsisters

How does "Cinderella's" work ethic prepare her for the business world?

What is the moral behind this rewritten tale? Is it realistic?

Small group activities:

Write a fictional case study that illustrates how a fated character can turn a negative into a positive through work ethics

Develop a work ethic agreed upon by the group

Apply this work ethic to the fictional character

Prepare defense of work ethic for class debate

Culminating Activities:

Consult with teacher regarding debate time and rationale

Ask for assistance in acquiring additional materials for debate defense, i.e., newspaper/journal articles

Make preparations for video–taping of debates

Materials:

Garner's "Cinderella's" from *Politically Correct Bedtime Stories*
Debate rules
Debate questionnaire
Work ethic
Newspaper/periodical readings

Assessment:

Large group discussion
Small group activities
Work ethic activity
Debate preparation
Video presentation

CINDERELLA QUESTIONNAIRE

Name:

1. Describe the character of "Cinderella" as developed by Garner.

2. How does "Cinderella" relate to her stepmother and stepsisters at the beginning and end of the tale?

3. What was your reaction to the relationships between "Cinderella" and the Prince? Do you agree or disagree with the ending?

4. How does "Cinderella's" work ethic prepare her for the real world?

5. What is the moral of this revised fairy tale?

DEBATE QUESTIONNAIRE

Name:

1. In developing your case study, what is the major problem?

2. How do the characters respond to their work problem?

3. In your response, do you employ a work ethic which reflects your collective views?

4. Did you all agree that the work ethic was realistic? If so, why?

5. How does your work ethic lead to personal and/or group resolution?

DEBATE RULES

As a small group or large group activity, develop a set of rules for the debate of the group work ethics. Minimize the rules; develop those which keep you on task and within a time frame.

DEVELOPING A WORK ETHIC

Group

In fifty words, develop a work ethic that is based upon class discussions, small group activities, and personal research. Rework so that this work ethic is reflective of your personal and group views.

Personal Skills

Skill 3 – Values

Overview: To examine how personal, work, and changing values affect employment situations

Time: Days Eleven and Twelve

Grade Span: 9–12

Objectives: To define what a "value" is and list values into three categories

To analyze one's value systems and how they have been organized

To determine how one's value systems have shaped their lives and personalities

To realize that one's value systems can change as they mature

To understand how people's value systems shape workplace relationships

Activities: The student will:

Individual Assignment:

Write a one–page autobiography and draw a self–portrait

Research the news on the day she/he was born and describe how history shapes lives

Do news page of events on first birthdate

Present autobiography, self–portrait, and news page to small group of four students each

Small–Group Work:

Listen to and critique individual presentations

Put individual work on poster boards

Rotate small group stations so that all groups interact with each other's work

Put in journal initial comments about each other's work

Large–Group Discussion:

Select a controversial issue, i.e., welfare reform, and list the values that arise in discussion

Find two newspaper/periodical articles that present "for and against" positions

Write on worksheet the values presented in both positions (homework)

Materials:

Posterboard
Newspapers
Periodical articles
Autobiography Sheets Self–Portraits
News page
For and against worksheets
Journals

Assessment:

Individual work
Autobiographies
Self–portraits
News pages
Small group activities
Large group discussion
Journal entries
Homework — position worksheet

AUTOBIOGRAPHY

Name:

SELF–PORTRAIT

Name:

AND YOU WERE THERE!
THE NEWS IN YEAR ONE OF MY LIFE

Name:

POSITION PAPER
VALUE–ORIENTED ISSUES

Name:

Read two articles — pro and con — on an issue of choice, i.e., welfare. Determine the values that arise from the discussion and list those on the pro and con side of the arguments.

PRO	CON

Personal Skills

Skill 6 – Daily Living

Overview: To be health–conscious and practice healthy habits for job attendance and retention

Time: Days Thirteen and Fourteen

Grade Span: 9–12

Objectives: To understand how important good health is for job attendance and retention

To complete a health check that provides an overall self–evaluation

To determine if there are any health concerns which would affect career choice and options

To be willing to be advised on preventive health procedures

To develop a health maintenance checklist for the future

To be aware of oneself healthwise and how one's way of life affects their health

Activities: The student will:

Attend a school health fair where there will be testing and information accessing

Use a checklist to note completed health tests, community contacted resource people, and selected informational resources

Place information handouts in file folder that lists information to be obtained

Discuss with appointed health–service leader affects of personal health reports (checklist) on career choice/s

Select the most helpful informational resources and place them in the appropriate file folder. Note the group

assignment when filing resources and select one for small group discussion

Return to the main informational area for a fifteen–minute video on a major health problem in the United States

For homework, write a one–page essay from health checklists and personal interviews; summarize personal health strengths and weaknesses

On following day, report to selected small group for team discussion and video follow–up. Prepare a list of resources for the next health fair

Materials:

Health fair checklists
Health fair file folders
Health fair materials
Personal health essay worksheets
Small–group assignment sheets
Video

Assessment:

Large–group participation
Small–group activities
Health fair checklist
Health fair file folder
Personal health essay journals

SAMPLE HEALTH FAIR CHECKLIST

Name:

Check off each item as you complete the tests; meet with the resource person; and select information.

TESTS:

_____ 1. Blood Pressure
_____ 2. Cholesterol
_____ 3. Tuberculosis
_____ 4. Eye Exam
_____ 5. Dental Check
_____ 6. Other

RESOURCE PEOPLE:

_____ 1. Health
_____ 2. Human Services
_____ 3. Higher Education
_____ 4. Paralegal and Legal
_____ 5. Child Care
_____ 6. Public Service
_____ 7. Other

MATERIALS:

_____ 1. Child Care
_____ 2. Dental Care
_____ 3. High and Low Blood Pressure
_____ 4. Smoking
_____ 5. Drugs
_____ 6. Pregnancy
_____ 7. Other

MY HEALTH REPORT

Name:

Write a one–page essay on your health status based upon your health check-list, interviews, video viewing, and journal reporting.

Personal Skills

Skill 7 – Decision–Making

Overview: To apply critical thinking skills in a simulated decision–making exercise and to test the results.

Time: Days Fourteen and Fifteen

Grade Span: 9–12

Objectives: To know the five steps involved in the critical thinking process

To apply critical thinking in a decision–making simulation

To understand how decision–making is not a unilateral process

To realize that decision–making is a lengthy process requiring group input

To appreciate "the bottoms–up" approach vs. the "tops down" approach to decision–making in the job world

Activities: **Large–Group Activity:**

View a short (fifteen minutes) film on a world issue, i.e. hunger, AIDS, nuclear war, and/or arms race)

Complete the critical–thinking steps 1–5
1) define the problem
2) hypothesize
3) gather data from film
4) draw conclusions
5) make recommendations

Small–Group Activity:

Play simulation game entitled "PLANET U.S.A."

Complete critical thinking steps 1–5

Decide on course of action based upon group input

Write decision in business letter format

Submit to large group for approval

Individual Work:

Write in journals the five steps of the critical thinking process

Note personal responses to small group decisions in playing "Planet U.S.A."

Write own decision in one or two paragraphs citing reasons for self–decision

Materials:

Video
Journals
Critical–thinking worksheet game "Planet U.S.A."
Business letter worksheet

Assessment:

Large group participation
Small group activities
Critical–thinking worksheet
Game playing
Business letter
Journal entries
Written personal decision

CRITICAL–THINKING PROCESS

Name:

1. Critical thinking can be defined as:

2. The first step in critical thinking is defining the problem.

3. The second step is to develop educated guesses to a particular problem.

4. Develop the data for developing a problem solution.

5. Suggest possible solutions to the problem.

6. Test the consequences of the solutions in large–group discussion.

PERSONAL DECISION–MAKING

Name:

Write a one– or two–paragraph essay on a personal decision–making choice based upon a small– and large–group decision.

"PLANET U.S.A."

You are a space settler on "PLANET U.S.A." and must decide whether or not the colony of 1,000 settlers will have a paid police force for their protection.

The scene is the main council room where 50 representatives of the settlers have been chosen to decide the question. On the left, are those who favor police protection while on the right are those who do not. Unfortunately, there is a tie vote so no decision can be made. Chaos exists that could destroy the Planet.

Act out this problem and propose a solution as you role play.

WRITING COVER LETTERS
BUSINESS LETTER FORMAT

Heading

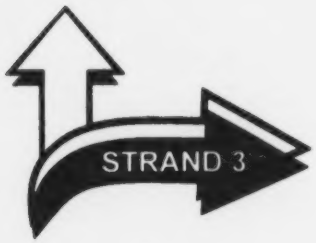
Inside Address

Salutation or Greeting

BODY OF LETTER

Complimentary Close

Signature



Interpersonal Relationship Skills

Skill 1 – Communication

Overview: To develop language mechanics (listening, speaking, and writing) by employing three, diverse media (newspapers, radio, and television)

Time: Days Sixteen and Seventeen

Grade Span: 9–12

Objectives: To identify those communication skills essential to effective communication in and out of the workplace

To reinforce listening, speaking, and writing skills in interpersonal relationships

To demonstrate listening, speaking, and writing skills in simulation settings

To apply identified communication skills in three media

To understand how modes of communication can affect communication interpretation

To value effective communication skills in interpersonal relationships, particularly those of the workplace

Activities: The student will:

In large group, identify communication skills essential to life and workplace activities

Prioritize on worksheets listening, speaking, and writing skills that should be reinforced/improved upon

Develop individual inventories of skill building and use to select small–group activity

Small–Group Work

(1) Newspaper Project: Develop a Christmas ad for a fence company using newspapers and a computer software program

Get input from a fence company representative and then submit to a newspaper ad writer for input
Assign titles, roles, and responsibilities
Present ad as a final group project demonstrating essential communication skills

(2) Radio Project: Become a talk show host who is concerned with a controversial social/political/economic issue
Develop a written skit involving a talk show host, guests, and audience
Assign group members to roles and responsibilities
Meet with radio personnel; arrange for a radio "spot," present, and tape
Have class listen to tape and critique the program

(3) Television Project: Develop a new product idea and create a TV ad of 30 seconds
Assign individuals to specific tasks, i.e., producer, director, designer
Video tape the ad presentation and submit to a local TV station
Take input from TV personnel, revise, and present to class for program critiquing

Materials:

Skill worksheets
Individual skill assessment
Newspaper ads and design materials
Computer software program
Audio tape
Video tape
Group critique worksheet

Assessment:

Large– and small–group participation
Community/field–experience activities
Skill worksheets
Individual skill assessment
Newspaper ad
Radio program tape
Television tape
Group project assignment sheet

COMMUNICATION SKILLS WORKSHEET

Name: _____

1. Listening Skills:

2. Speaking Skills:

3. Writing Skills:

SELF INVENTORY OF EFFECTIVE COMMUNICATION SKILLS

Name: _____

1. Listening Skills:

2. Speaking Skills:

3. Writing Skills:

GROUP PROJECT ASSIGNMENT

Name_____

Group Project _____

Role Assignment _____

Assignment Due Date _____

Activities

1.

2.

3.

4.

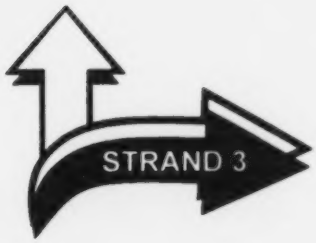
5.

6.

Evaluation of Group Project

Write two paragraphs summing up your evaluation of group project.

Project Grade_____



Interpersonal Relationship Skills

Skill 2 – Leadership

Overview: To define the term, "leadership," and to identify leadership styles and characteristics/traits

Time: Days Eighteen through Twenty

Grade Span: 9–12

Objectives: To define leadership in life and workplace situations, i.e., sibling/parent, peer, administrative/union, and social roles

To identify leadership styles, i.e., authoritative, persuasive, participatory, shared, and motivational

To determine the characteristics of a leader, i.e., honesty, determination, consistency, discipline, and dedication

To understand why some people are followers and others are leaders

To value the attributes that define a leader in given social, economic, and political situations

To assess one's own leadership abilities and compare with selected/admired leaders

Activities: **Individual Student Assignments:**

Select an envelope with a "mystery" person's biography/ picture, guess who the person is, and determine why she/ he is a recognized leader

Choose a "living" leader and identify leadership style/s, i.e., William Gates, Microsoft Works, who could be described as creative/inventive, and motivational

Create a portfolio on chosen leader to include picture, time line of major events in leader's life, a two–paragraph, biographical sketch, and a one–page essay on the leadership characteristics of the chosen person

Teacher/librarian will provide resources for individual

activity through a material workshop

Large–Class Assignment:

Present portfolio to the class and have them guess who the leader is, why he/she is a leader, style, and characteristics

Place materials on class bulletin board for sharing activities

Answer teacher's survey on leadership styles and characteristics of self

Small–Group Activity:

Compare self–assessments with classmates through small–group discussions

Invite a leader from the local area to talk about styles and characteristics

Share with guest speaker portfolios and bulletin board displays

Materials:

Mystery leader envelope
Leadership charts
Portfolio materials/resources

1. Newspapers/Magazines/Books
2. Pictures
3. Time/historical charts
4. One–page biographies from library
5. Reference works
6. Computer software
7. Teacher's leadership survey

Assessment:

Large–class and small–class activities
Individual portfolios
Individual research/writing
Leadership charts
Teacher's leadership survey

GUESS WHO??
The Envelope Please!

Name: _____

Enclosed is a picture of a famous leader.

1. Who is this leader?

2. Why is he/she a well–known person?

3. List four characteristics that make him/her or her a leader.

4. What leadership style/s do you believe that this person exhibits in his position?

   Why did you select this leadership style?

LEADERSHIP CHART

Name:_____

List **ten** leadership styles:

List **20** characteristics that make a leader in any given setting.

Select a leader whom you admire and describe in three sentences her/his style and character.

TEACHER'S LEADERSHIP SURVEY

Name: _____

1. What style/s did the guest speakers exhibit?

2. List four characteristics of each speaker that demonstrates leadership:

3. Did these leaders develop their skills on the job?

4. Do you believe that they are good examples of responsible leadership? If not, why?

5. Do you see yourself as a leader presently at home, among peers, at school, or at work?

   If yes, why?

6. What characteristics do you possess to make an effective leader?

Share your responses with assigned–group members and then develop self–portfolio.

Interpersonal Relationship Skills

Skill 3 – Team Work

Overview: To recognize, comprehend, apply, and evaluate leadership responsibility inclusive of its process and products

Time: Days Twenty–One through Twenty–Five

Grade Span: 9–12

Objectives: To know and comprehend the steps involved in leadership responsibility

To apply those steps in simulation activities/practices

To evaluate those steps for effective leadership in the workplace and community

To appreciate the responsibilities that job positions entail, particularly at home, the workplace, and community

To realize that responsibility is essential to job success and promotional opportunities

To value the personal characteristics needed for responsible leadership

Activities: **Large–Group Activity:**

Three guest speakers, representing business, industry, and community respectively, share their successes and failures

Using prepared questionnaires, students ask questions relative to leadership responsibilities

Panel discussion and question/answer period are taped for future reference

Journal entries are required for future discussion

Community projects are assigned to five groups:

They cover:
1. decision–making — the fire department — closing a fire station
2. goal setting — planning department of a town — allowing a strip mall
3. setting direction — school superintendent — lengthening the school day
4. mission/vision — the town executive — industrial growth and management
5. team building — town meeting — conservation of wetlands and animal habitats

Small–Group Assignment:

Send invitations to respective personnel for the five projects

Meet with the leaders to assist with projects

Create time lines for future meetings and project deadlines

Determine objectives, activities, and evaluation

Decide on group and individual responsibilities

Assign project roles, responsibilities, and products

Select manner of presentation and submit to teacher teams

This ongoing series of activities should be integrated across the curriculum for maximum effectiveness.

Materials:

Video tapes
Guest speaker questionnaire
Student journals
Community project assignment sheets
Project time lines
Project objectives, activities, and evaluation worksheet
Project materials — reference works, guest speaker resources, and group–developed work

Assessment:

Large–class and small–group participation
Completed questionnaires
Student journal entries
Community project assignment sheets and evaluations

GUEST SPEAKER QUESTIONNAIRE

Name:_____

1. What steps have you taken to be a responsible leader in your business/industry/community?

2. When you have experienced failure, was this failure due to your lack of leadership?

3. What steps have you taken as a leader to ensure job success?

4. What process should responsible leaders follow in the workplace?

5. What are the most important traits that a responsible leader should have?

6. How can I, as a student, develop responsible leadership?

COMMUNITY PROJECT ASSIGNMENT SHEET

Name:_____

Group Assignment:

Group Role:

Individual Role:

GROUP PROJECT TIME LINE

Name:_____

Day One

Day Two

Day Three

Day Four

Day Five

GROUP PROJECT DESCRIPTION

Names _____

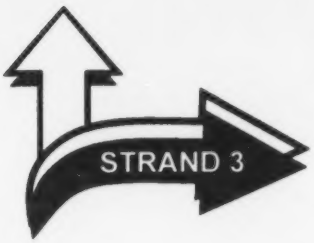
_____

Overview:

Objectives:

Activities:

Evaluation:



Interpersonal Relationship Skills

Skill 4 – Conflict Resolution

Overview: To view conflict resolution as both process and closure and explore its use

Time: Days Twenty–Six through Twenty–Eight

Grade Span: 9–12

Objectives: To know the six steps involved in conflict resolution: identification, difference between fact and opinion, research, compromise, understanding outcomes, and mutual agreement

To apply the process of conflict resolution to a given case study which has general applicability

To understand how closure plays a significant role in conflict resolution, particularly in the workplace

To define closure as knowing when to cut your losses, accepting closure, tolerance to cultural differences, and commitment

To apply closure to a given case study where resolution is realistic

To value other people's viewpoints when they are presented in a fair/impartial manner

To show willingness to resolve conflict even with a unsatisfactory resolution

Activities: **Large–Group Instruction Activity:**

View transparency listing the six steps in conflict resolution

Discuss these steps as they relate to a student–chosen conflict, i.e., cafeteria food, longer school day, etc.

Resolve conflict through the stated process and bring to closure

Small–Group Activity:

Assignment is to resolve and bring to closure a conflict in a given case study

Each group (four) will be given the same case study but will approach the conflict differently

Included for each group are the essential resources

On newspaper print, the steps will be listed and then closure will be on the second day

Large–Group Activity:

Each group will present resolution depending on the given positions

As a whole, the class members will come to closure on the conflict

Newspaper print materials will be displayed for closer examination of the process

Materials:

Overhead projector
Transparency on Steps of Conflict Resolution
Case study
Newspaper print
Research resources

Assessment:

Steps of conflict resolution for journal entry
Case study resolution
Use of research materials
Large–group and small–group participation
Debate participation

PROCESS OF CONFLICT RESOLUTION

1. Identification

2. Difference between fact and opinion

3. Research

4. Compromise

5. Understanding Outcomes

6. Mutual Agreement

CASE STUDY ON AFFIRMATIVE ACTION

The time is 1995 and the place is an office where Elaine Manoca, a Spanish–speaking, non–American woman, has applied for a published secretarial position. The newspaper ad indicated that the employer is "an affirmative action employer" and would prefer a bilingual secretary with Spanish as the second language.

Elaine Manoca has been in the United States for three years with her husband and three children. She has an associate degree and ten years of secretarial work in Puerto Rico. She has not worked for the last three years because of her children who are now school age.

The employer takes her application and resume; interviews her; and then asks her to work for two hours. At the end of that time, the employer informs her that she will be considered for the job but three other candidates must be interviewed. By Friday of the same week, Elaine will be contacted.

Elaine is disappointed with the employer's negative response and questioned why she was not hired. He told her that a male college student with an associate degree, two years of high–school Spanish, but no experience was hired because he knew more about the business. When Elaine asked how she could improve herself, the employer said that she was an excellent candidate.

Elaine asked about affirmative action; but the employer said that affirmative action had nothing to do with the job. She asked why it had appeared in the ad. The response was that the employers had to comply with affirmative action regulations or face action by the authorities.

Group 1:

You are Elaine and will pursue your case further through a Spanish Speaking Center. They provide you with legal assistance and proceed to take the employer to court.

Prepare the legal case against the employer by utilizing conflict resolution and determine whether or not this case can be brought to closure without court involvement.

Group 2:

You are the employer and hire your own lawyer. Prepare your legal case against Elaine utilizing conflict resolution and determine whether or not this case can be brought to closure without court involvement.

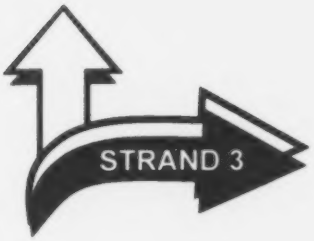
Group 3:

You are office workers where Elaine has applied for work. You are dissatisfied with the hired employee since he has few secretarial skills and speaks Spanish poorly. He is the nephew of the owner and does not get along with the office workers.

What will be your course of action since as a group, you are divided among yourselves as to your plans. Employ the process of conflict resolution and come to closure.

Group 4:

You are members of the Spanish–speaking community and are committed to help your friend, Elaine. Some advise Elaine to look for another job while others tell her to fight. Utilize process of conflict resolution and come to closure.



Interpersonal Relationship Skills

Skill 5 – Diversity

Overview: To develop an awareness, understanding, and appreciation of diverse cultures and their mores through the social sciences and arts

Time: Days Twenty–Nine through Thirty–One

Grade Span: 9–12

Activities: To develop an awareness of multiculturalism, particularly of family members and among members of local communities

To understand how a culture's mores can affect the mannerisms and beliefs of people

To appreciate cultural/ethnic diversity in interpersonal relationships

To view communities as microcosms of larger, more ethnically–diverse worlds

To become familiar with specific customs, dress, foods, and activities of diverse cultures/ethnic groups

To extend understanding of multiculturalism to the workplace for greater applicability

Activities: **Large–Group Activity:**

Ethnic groups — African–American, Latino, Portuguese, Italian, Greek, and others — selected for study by students

Five small groups are formed for research and artistic activities

Directions for group activities are given by the teacher/s who will display the projects during an international fair

Evaluation of projects will be undertaken by the students

Small–Group Projects:

Complete the contract learning proposal and submit to assigned teacher

Each group will develop a portfolio of materials including a map, three–dimensional pictures of clothing, a menu, a calendar of important dates, and a taped interview with person representing culture

Submit three–day project for large–group evaluation and then exhibit at the international fair

Culminating Activity:

An international fair with teacher, student, and community participation

All teachers can participate so that the project becomes an integrated, multidiciplinary approach to learning

Materials:

Contract learning forms
Portfolio materials
Research resources
Blank audio and video tapes
Travel brochures
Maps
Newspapers
Raw materials

Assessment:

Large–group and small–class participation
Contract learning
Portfolios
International Fair exhibits/projects
Interview tapes

CONTRACT LEARNING FORM

Name of Group _____

Participants _____

_____

Project Title:

Project Description:

Objectives:

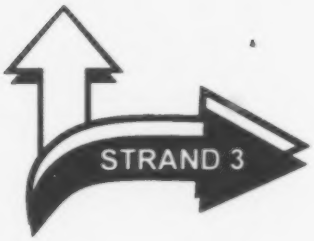
Planned Activities:

Completed Project:

Assessment:

Signature/s:

Date:



Interpersonal Relationship Skills

Skill 6 – Internal/External Customer Relations

Overview: To define what internal and external customer relationships are and how they are demonstrated through real–life situations

Time: Days Thirty–Two and Thirty–Three

Grade Span: 9–12

Objectives: To define what internal and external customer relationships are, depending upon the given situation/s

To perceive how a given situation can affect internal and external customer relationships

To apply internal and external customer relationships to simulated situations where customer satisfaction and an employee's personal qualities are used

To value personal qualities in the achievement of customer satisfaction in the workplace

To be cognizant of the impact of good customer relationships on successful business ventures

Activities: The student will:

Define what internal and external customer relationships are through question and answer period

Complete worksheet that lists those relationships

Listen to a business owner from a chamber of commerce discuss the effect of internal and external customer relationships upon successful business ventures

Ask guest speaker questions from a prepared questionnaire

Divide into four groups led by employees of the business owner

Task:
Develop a scenario where both good and poor internal and external customer relationships are practiced

Present scenario on a video which will be critiqued by other groups

For homework, write two paragraphs (journal) on what has been learned during the guest speaker's presentation and the small–group activities

Materials:

Worksheet on internal/external customer relationships
Guest speaker questionnaire
Scenario writing
Blank video tape
Journal entry

Assessment:

Large–group and small–group activities
Participation in Q and A for guest speaker
Completion of guest speaker questionnaire
Scenario writing
Homework — journal entry
Video tape

INTERNAL AND EXTERNAL CUSTOMER RELATIONSHIPS

Name:_____

Communications:

Customer Satisfaction:

Employee's Personal Qualities:

Other:

GUEST SPEAKER QUESTIONNAIRE

Name:_____

1. How would you define an internal or external customer relationship?

2. How many employees do you have in your business?

3. When you hired these employees, what interpersonal relationships skills were required?

4. Have you fired employees because of their poor customer relationships skills? If yes, give an example.

5. When we enter the workplace, what personal qualities should we work on to improve customer satisfaction?

6. What communication skills should we work on for future permanent employment?

SCENARIO WRITING GROUP PROJECT

Names _____

_____

Your assignment is to develop two short scenes where both good and poor internal and external customer relationships are used. With the help of your group leader, you can develop a five–minute video production illustrating each.

Include: (1) scene, (2) props, (3) characters, (4) dialogue of characters, and (5) action of characters

Applied Technology Skills

Skill 1 – Information Access

Overview: To determine specific sources of essential information when undertaking research

Time: Days Thirty–Four and Thirty–Five

Grade Span: 9–12

Objectives: To define what "research" is

To understand how gathering data is an important/ fundamental step in the research process

To identify relevant and essential sources of information and their locations

To value the accuracy of information and how it can resolve problems

To be committed to accessing information as a research process

To value computer usage in information accessing

Activities: **Small–Group Activity:**

Class is divided into four groups which are assigned scavenger hunts. Location is the media center and allocated time is two periods.

Scavenger hunts require information accessing of print material, audio–visual sources, and computer software. Through the team efforts of teachers and librarian/s, the scavenger hunts will be developed with adequate resources. Successful completion of the scavenger hunt will be rewarded.

Large–Group Activity:

Share with each other scavenger–hunt solutions

Make a listing of sources used, particularly computer software

Materials:

Scavenger hunts
Scavenger hunt sources — media center materials
Computer software
Listing of information sources

Assessment:

Small–group and large–class participation
Scavenger hunt activities
Completed scavenger hunt
Completed information source sheet

SAMPLE SCAVENGER HUNT

You have been assigned to team SCH-1, which requires you to undertake a study of Costa Rica, which was the site of the movie, Jurassic Park. Begin at the library travel section, and then proceed to other sites where more information awaits to solve the hunt.

1. Go to the travel section and find a brochure on Costa Rica. What is its capital?

2. Find an atlas, locate the latitude and longitude of Costa Rica.

3. Go to the computer, using a software program on countries, determine the continent that Costa Rica occupies.

4. Using the computer, answer the following questions:

   (1) What is the language of Costa Rica?
   (2) Who lives in Costa Rica?
   (3) What kind of government exists in Costa Rica?
   (4) What is the climate of Costa Rica?
   (5) What products does Costa Rica export?
   (6) Does Costa Rica have an army?

5. You are going to visit Costa Rica for seven days and need to make travel arrangements. Use a computer source to make your travel plans.

6. When are you leaving for Costa Rica? What will you bring for clothes? What and how much monies will you need? What is the currency? What is the current exchange rate?

7. You are leaving from New York City. Draw a map on the computer showing your plane flight from New York City to a chosen place in Costa Rica. Print it out.

8. You are in Costa Rica — determine location. What is the name of your hotel?

9. Plan your seven–day journey of Costa Rica through the computer software program.

10. Develop a portfolio on Costa Rica:
    (1) map
    (2) postcards
    (3) pictures of people, sites, and events
    (4) food samples
    (5) interviews with people (Internet)

Applied Technology Skills
Skill 2 – Information Analysis

Overview: To analyze information for its accuracy, reliability, validity through a career search

Time: Day Thirty–Six

Grade Span: 9–12

Objectives: To determine fact from fiction regarding a career choice

To realize that career choices can be misconceived through media presentation

To determine what qualifications are needed for the career choice

To ascertain primary qualifications from those prioritized by employers

To develop a process illustrating fact from opinion regarding career preparation

To value accuracy of information and to be able to differentiate between fact and perception

Activities: **Small–Group Activity:**

Look at magazine ads illustrating different careers

Determine through group discussion what qualifications are needed for those careers

List on news print

Ask teacher to invite people representing those careers

Large–Group Activity:

Agree on selection of guest speakers

Prepare to video tape guest speakers for comparison of media views versus personal input on career preparation

For homework, develop sample of career preparation (print, computer, etc.)

Materials:

Magazine ads
Newsprint
Blank video tape
Materials for sample career preparation

Assessment:

Large–group and small–group participation
Newsprint submissions
Video production
Homework — sample career preparation

CAREER AD

Name _____

Select a picture of a chosen profession from a magazine, newspaper, etc. and paste it here.

Find a picture or a story of selected career that is presented unfavorably and paste it here.

Now discuss in large–class forum. For homework, prepare your own ad for the selected career.

Applied Technology Skills

Skill 3 – Computer Literacy

Overview: To develop basic computer skills, including keyboarding, program/software selection, knowledge of application, program modification, and troubleshooting

Time: Ongoing throughout the program with suggested weekly time of 4 hours

Grade Span: 9–12

Objectives: To complete an introductory computer course with workplace application

To acquire basic computer skills, i.e., turning on and shutting off a computer, and other keyboarding activities

To select applicable program/software application for job activities

To apply knowledge in given workplace assignments

To value the computer as an essential tool for job placement

Activities: **Small–Group Activities:**
Assigned to groups according to computer literacy

Groups are limited to 8 students and assigned a portfolio of work–based activities to be completed by group and individuals

Team teaching is employed with computer instructor and/or aides assisting classroom teacher

Portfolio activities can be designed for weekly sessions of four hours over a ten–to–twenty week period. Individual student hours can be increased depending upon the individual schedule/s

Once the portfolio activities are completed, group and individual evaluation will be determined. Credit will be awarded for computer course

Materials Computer software
Disks and computer paper
Portfolio resources

Assessment: Group activities
Individual portfolio work
Computer performance based upon instructor's observations

PORTFOLIO ASSESSMENT
Computer–Workplace Assignments

Name _____ Group Assignment_____

Enclosed you will find 25 work assignments to be completed by you and members of your group during the next week. Each one is numbered in the listing and should be checked off once completed and placed in the portfolio.

1. Using a computer
2. Making an entry
3. Saving a file
4. Removing a file
5. Using Microsoft Works
6. Using "tools"
7. Setting margins/tabs
8. Editing
9. Printing
10. Inserts

Applied Technology Skills

Skill 3 – Computer Literacy

Overview: To apply computer skills in the planning, development, and printing of a class newspaper

Time: One Week

Grade Span: 9–12

Objectives: To apply computer skills to the planning, development, and printing of a class newspaper

To learn the parts of a newspaper and how these parts become an integrated whole

To engage in cooperative learning for newspaper publishing

To employ communication skills in newspaper publishing

To appreciate computer usage in writing and editing a newspaper

To value the printed media as a means of communication

Activities: **Large–Group Activity:**

Classroom is divided into 6 centers of newspaper publishing with a computer for each center

Group selection will be based upon student preference

Each center has an activity packet containing instructions and work tasks

Completion of each group's newspaper assignment will take three days with the last two days allotted for editing and printing

Newspaper publication will be shared with school

Follow–up presentation to a newspaper publisher and editor

Materials: Computer software program for newspaper publishing
Assignment packet
Printing paper
Disks

Assessment: Group activities
Communication skills
Writing samples
Assignment packet (from computer program)
School newspaper

Understanding and Working Through Systems Skills

Skill 1 – Government/Political Systems

Overview: To understand that government/political systems are diverse and have historical foundations

Time: Days Thirty–Seven through Thirty–Nine

Grade Span: 9–12

Objectives: To identify four political systems: (1) democracy, (2) constitutional monarchy, (3) dictatorship, and (4) communism

To locate on a world map four major countries that have one of the four identified political systems

To use "Facts on File" in researching the country and its organizational systems (political, social, and economic)

To develop a comparative government chart that contrasts governmental systems

To understand how diverse governmental/political organizations affect workplace regulations

To develop an appreciation for American democracy

Activities: **Large–Class Activities:**

Look at a large (transparency) world map and circle in **blue**, democracies, **white**, constitutional monarchies, **green**, dictatorships, and **red**, communistic countries

Replicate large world map activities on individual world maps

Divide into four groups representing the specified governmental organizations

Go to the library and work with "Facts on File" and "Maps on File"

Small–Group Activities:

Complete handout on assigned political system

Assign students to put information on government chart

Research one government regulation for future presentation (i.e., for workers' bargaining rights, health/ working conditions, minimum wage, and unemployment compensation)

Submit completed group handout and government regulation to instructor for next day's large–class presentation

Include map and reference work in portfolios

Materials:

Transparency world map
Individual world map
"Facts on File" worksheet
Portfolio material on group assigned country
Library reference material
Comparative government chart
Group handout on government work regulation

Assessment:

Group and individual maps
Library reference work
Portfolio material
Comparative government chart
Handout on government work regulation

COMPARATIVE GOVERNMENT WORKSHEET
GROUP ASSIGNMENT #1

Group Members _____

_____

1. What country have you been assigned?

2. What political system does this country have?

3. What is the present population of this country?

4. Determine the geographical location of this country.

5. Who is the national leader of this country?

6. How is he/she chosen/selected?

7. Are there other national government leaders? If so, name them.

8. Explain how this leader rules.

9. List some of the leader's powers and functions.

10. Does this leader regulate industries and businesses in the country? If yes, how?

COMPARATIVE GOVERNMENT CHART

Chart dimensions should be determined by teacher and students; but content should include a comparative study of the governmental organization of the country, including constitutional offices/branches, delineated powers, present leaders, constitutional rights and responsibilities, and workplace regulations.

GOVERNMENT REGULATIONS OF ECONOMIC ENTERPRISES
GROUP ASSIGNMENT

Group Membership _____

_____

1. From your research, cite one government (assigned country) regulation affecting workers.

2. How was this regulation enacted?

3. If enforced, what penalties are incurred if the involved parties fail to follow said regulation?

4. Does the public have representation in the development of governmental regulations?

5. How does this country's government compare with that of the United States in regulating industries and businesses?

Understanding and Working Through Systems Skills

Skill 1 – Government/Political Systems

Overview: To have a working knowledge of local politics and how a municipal government functions and affects workers' rights

Time: Day Forty

Grade Span: 9–12

Objectives:

To know what form of local government exists in the community

To understand how the local government makes laws/ regulations

To realize that American government consists of three branches on the national, state, and local levels

To participate in "government day" at City or Town Hall

To learn from experience the responsibility of local political officials

To chart the local governmental structure for individual input

Activities:

Large–Class Instruction/Field Trip

Go to the local city or town hall for a scheduled meeting with the executive and legislative branch representatives

Interview representatives regarding governmental laws/ regulations affecting the workplace

Ask representatives to complete questionnaires for class discussion

Take part in simulated/recreated situations of the executive and legislative branches in action

Participate in peer interviews relating to governmental/ political positions

Return to school and complete assignments for student portfolios

Materials:

Local–government official questionnaire
Peer interview questionnaire
Portfolio materials on local government

Assessment:

Field trip participation
Portfolio entries (government handouts)
Completed questionnaires (local–government official and peer)
Thank–you letters to government officials

LOCAL GOVERNMENT QUESTIONNAIRE

Names _____

_____

1. What is your official title and position?

2. Were you elected or appointed to this position?

3. How long do you serve in this position?

4. Briefly describe your job.

5. What qualifications do you need for this position?

6. In your position, how do you help the public?

7. In your position, do you regulate the workplace?

8. If so, describe what you do.

9. If I wanted to apply for your job, what job preparation would be required?

PEER QUESTIONNAIRE

Group Members _____

_____

1. What two important qualifications do you believe a person should have when holding political office?

2. Do you believe that important governmental jobs, especially those affecting workers, should be appointed or be civil service?

   Cite two reasons.

3. How did you feel occupying the seat of the local official?

4. Are you considering a job in the public sector? If so, which one?

5. How do you think a city/town job compares with one in private industry/business?

   Give three comparisons.

6. Do you have any general comments regarding your field experience in local government? If so, please tell us about them.

Understanding and Working Through Systems Skills

Skill 1 – Government/Political Systems

Overview: To understand how the first Ten Amendments to the United States Constitution, better known as the Bill of Rights, affects our daily lives in and out of the workplace

Time: One week

Grade Span: 9–12

Objectives: To know the first Ten Amendments to the United States Constitution

To understand why these Ten Amendments were added to the Constitution

To appreciate the value of the Constitution in the workplace, i.e., workers' rights

To show how these Amendments affect our lives

To realize the role/s that these Amendments play in our interpersonal relationships

To develop a respect for constitutional rights that protect the American citizenry

Activities: **Large–Group Instruction**

Create a scrapbook entitled the Ten Amendments

Scan newspapers and magazines for articles/stories that relate to the Ten Amendments

Cut out, paste, and label stories concerned with the Ten Amendments

Make scrapbook from the collection of stories

Select three stories which focus on workers' rights

Small–Group Activities

Select group categorized according to Amendments

Share stories with group

Make copy of scrapbook story

Create a group collage on One Amendment, i.e., freedom of the press

Include stories on workers' rights

Individual Work

Place scrapbook in portfolio

Share scrapbook with another class through cross–age tutoring, 7th or 8th grade

Materials:

Scrapbook material
Newspapers
Magazines
Collage material
Xerox paper

Assessment:

Group activities/participation
Scrapbook
Research activities — newspaper/magazine search
Collage
Cross–age tutoring

SCRAPBOOK

Name_____

There are ten pages to this scrapbook so that one newspaper/magazine article can be pasted with each of the Ten Amendments to the Constitution. Label the page according to the chosen amendment and then explain in two sentences why the story is about that amendment.

Select three stories that show how the Ten Amendments affect workers' right.

Example: Amendment 1 — Freedom to Assemble

People assembled in a park to hear a speaker support more public monies for AIDS research.

Union people striking against a company which has denied them "right to assemble."

Understanding and Working Through Systems Skills

Skill 2 – Social Systems

Overview: To understand how communities develop through the examination of oneself; and to examine the community relationship among families, friends, and neighborhoods

Time: Days Forty–One through Forty–Four

Grade Span: 9–12

Objectives: To examine how individuals are the single units which make up the family, peer group, and neighborhood

To study the interaction of individuals in small related groups (families) and in larger ones, the neighborhood

To trace through an individual's family tree how families grow and change, especially as it relates to ethnicity

To develop a neighborhood of one's own and present it as an ideal model

To appreciate diversity in social development

To value oneself as an individual and member of a social group

Activities: **Individual Activity**

Complete worksheet on family background

Determine the main careers of family members

Interview and tape record two family members who have chosen that career

Write a short newspaper story on family members

Make a family tree and show how the family extends into the community

Place all work in portfolio for evaluation

Small–Group Work

Class will divide into four work stations where they will create their ideal neighborhood, i.e., schools, churches, markets, stores, neighborhood group meeting places, parks, and homes

Present to class and exhibit in school foyer

Materials:

Family questionnaire
Tape recorders and blank tapes
Interview questionnaire
Family tree
Materials for making ideal neighborhood

Assessment:

Completion of family questionnaire
Tape recording
Family career essay
Completion of family tree
Portfolio submission
Group participation
Ideal neighborhood project

FAMILY QUESTIONNAIRE

Name _____

Answer the following questions by talking to your family members.

1. Is another language spoke in your home, besides English? If yes, what is that language?

2. How long have family members lived in the United States?

3. What country/ies did family members immigrate from?

4. Do you still have family in these countries?

5. How many people make up your family?
List them as mother, father, sisters, brothers, grandmother, great grandmother.

Use this list to make your family tree.

6. What jobs do your family members have? List them as mother housewife, father— carpenter, etc.

7. What career/job will you choose? Why?

8. Where is your family home? Describe your home and the neighborhood around it.

9. How do you see yourself as part of the family? Neighborhood?

INTERVIEW QUESTIONNAIRE

Name of student _____

Name of interviewee _____

Write down and/or tape the answers to the questions and then write a two–paragraph essay summarizing the interview responses (second page of worksheet).

1. Who is the person being interviewed?

2. Address of that person:

3. Nationality and language/s spoken:

4. Country of origin:

5. Reason/s for coming to the United States:

6. Family members:

Use the preceeding answers for your family tree.

7. Job or career:

8. Qualifications:

9. Education:

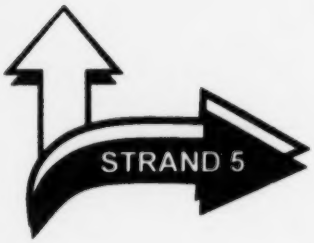
FAMILY TREE

Name _____

Fill in your family tree from the family and interview questionnaires.

OUR NEIGHBORHOOD

Each group has been supplied a work station with materials to build their neighborhood. These materials include a cardboard foundation, cardboard cutouts, stick (toothpicks) people, and other materials (pipe cleaners, felt, construction paper, oaktag, stickers, markers, scissors, glue/paste, scotch tape, newspapers, and pictures) to create the simulated community.



Understanding and Working Through Systems Skills

Skill 3 – Economic Systems

Overview: To understand the development of a national economic system based upon taxation

Time: Days Forty–Five through Forty–Six

Grade Span: 9–12

Objectives: To understand the system of national taxation in the United States, its origins and historical development

To know that the 16th Amendment to the United States Constitution established an income tax for Americans

To appreciate the American Revolution as a conflict over taxation without representation

To ascertain why the national government created a tax system which became known as the Internal Revenue Service

To realize that Americans have ambivalent attitudes toward "big government's taxation policies"

Activities: ***Large–Class Instruction***

Select from seven, 15–minute video programs produced by the National Council on Economic Education and view those selected

Participate in a class discussion on the videos with the state taxpayer education coordinator

Note answers on worksheet entitled "Understanding Taxes"

Small–Group Activities

In assigned groups, read materials in student kit on "Understanding Taxes" and prepare to role play a skit

Use overhead projector for transparency review

For homework, read over assigned role and prepare for class simulation

Materials:

Resources from the National Council on Economic Education: Videos, Teacher/Student Kits, Transparencies, Worksheets, and IRS Forms
Overhead projector
Guest speaker worksheet
Skit material

Assessment:

Large–class and small–group participation
Question and answer period
Completed guest speaker worksheets
Skit materials and role playing

TAXPAYER EDUCATION COORDINATOR
QUESTIONNAIRE

Name_____

1. Why has taxation increased in the United States, especially at the state level?

2. Do you believe that someday IRS tax forms will be simplified so that all Americans can understand and complete them?

3. Congressional representatives promise that our taxes will be reduced; but they fail to follow through with their promises. Do you have a solution to this problem?

4. As a present or future employee, the work incentive is lessened when more wages mean more taxes. Could the reverse be true: the more you work, the less taxes that you pay?

5. Explain computer usage in tax preparation.

SAMPLE SKIT PRODUCTION
Transparency 1

It is candidate's night for two United States Senatorial Candidates, both of whom are non–incumbents and respectively belong to the Democratic and Republican Parties. Members of the audience have prepared questions on American taxes, specifically tax reduction at the national level.

The moderator informs the candidates that they have two, five minute presentations before and after the debate. Candidate presentations will be randomly selected while audience questioning will be according to the sign–up sheet.

To prepare for this skit, students will be assigned a role and will complete the role requirements, i.e., audience questions.

Understanding and Working Through Systems Skills

Skill 3 – Economic Systems

Overview: To understand what entitlements (Social Security, Medicare, and Public Assistance) are and how taxes are used to pay for them

Time: Days Forty–Seven and Forty Eight

Grade Span: 9–12

Objectives: To know what government entitlements are, (i.e., Social Security, Medicare, and Public Assistance)

To understand how public monies, raised from taxes, are used to pay for entitlement programs

To compare the entitlement programs of Canada with those of the United States

To compare national support of entitlements with those of the states, (i.e., Rhode Island and other Northeastern states)

To determine if our forefathers had provided for entitlement programs in the United States and state constitutions

To determine if governmental bodies/agencies should be responsible for the public welfare of its citizenry

Activities: **Large–Group Instruction**

View a video on national entitlements programs followed by class discussion

Read a short newspaper article on federal entitlement programs

Complete an individual chart illustrating the pros and cons of national entitlement programs

Write a one–paragraph view of whether or not the United States or state governments should be responsible for its citizens' welfare

Small–Group Activities

Assigned groups will examine, discuss, and take a pro or con position on Canadian or state, (i.e., Rhode Island) entitlement programs

Complete a group project which will require them to video tape a panel, "Meet Q Public," which presents the pros and cons of Canadian and state entitlement programs

After viewing the student–made tapes, submit a summary of arguments for and against entitlements to state legislator/s

Invite state legislator/s to class and discuss video content

Materials:

Video on federal entitlements
Video questionnaire
Comparative Entitlement Programs Chart
Blank video tapes
Summary of small–group argument

Assessment:

Large– and small–group activities
Video questionnaire
Comparative Entitlement Programs Chart
Small–group video tape
Summary of small–group argument
Portfolio submission

VIDEO TAPE QUESTIONNAIRE

Name_____

1. What is an entitlement program?
   Name one.

2. Determine how entitlement programs are funded and ascertain whether they are funded on the National or State level

3. Should the national or state governments be involved in entitlement programs? Provide a rationale for your answer.

4. In colonial days of America, how did the people take care of each other?

5. Were colonial or state governments involved with the welfare of their citizens?

   If so, how?

6. Read a newspaper article on a present–day entitlement program and determine whether or not this program should be funded.

   When giving your responses, provide justification.

COMPARATIVE GOVERNMENT ENTITLEMENT PROGRAMS CHART

Group Members _____

_____

Construct a chart that compares one federal government entitlement program with that of Canada or a state, (i.e., Rhode Island)

United States	State Government	Canada

SMALL–GROUP PROJECT SUMMARY STATEMENT

Group Members _____

_____

After discussing entitlement programs among the group membership, tape the panel, "Meet Q Public," and summarize in one paragraph below pro or con arguments.

Understanding and Working Through Systems Skills

Skill 4 – Organizational Structure

Overview: To explore the inner workings of an organizational structure and to understand its functioning and complexities

Time: Days Forty–Nine through Fifty–One

Grade Span: 9–12

Objectives: To develop an understanding of organizational structure

To understand the hierarchical development of an organizational structure (i.e., chain of command)

To realize that a company or business is a separate community with its own rules and lines of authority

To appreciate organizational red tape as part of "doing business"

To visualize how humans interact in an organizational structure

To value the support systems that people develop in an organizational structure

Activities: **Large–Group Activity**

Participate in a simulation activity:

It is August, 1999, and the world, as we know it, no longer exists. Major earthquakes have destroyed the United States government in Washington, D.C. There are no state or local governments which can provide services, (i.e., police or fire)

Small–Group Activity

Like the original colonists, the remaining Americans must create an organizational structure to survive. You are those Americans and must design an organizational structure.

Using the instructional sheet, chart your organizational structure of governance and then present it to the class for comment. In developing the governance structure, authority, chain of command, rules/guidelines, operations, management, accountability, and diversity must be considered.

Once the chart is complete, create a physical model of your organizational structure

Materials:

Simulation game, "The American States"
Organizational structure diagram
Physical model of American states
Materials for model building

Assessment:

Large– and small–group participation
Completion of organizational structure diagram
Physical model building

THE AMERICAN STATES

It is 1999 in the former United States of America. Earthquakes have destroyed the country and there is now no centralized national government in Washington, D.C. Most state and local government organizations have been destroyed.

The remaining population needs to create a structural organization of government that is local and national. In small groups, design a governing structure on both a local and national level. Include departments of safety, laws, education, public works, and any others that you believe are essential.

Use this page to plan out your structural organization and the next page for the illustrated chart.

STRUCTURAL ORGANIZATION CHART

THE NEW AMERICAN STATES

Once assigned to a group, develop your model of the new American states using the materials provided. Models can be three–dimensional to provide a more realistic presentation.

Understanding and Working Through Systems Skills

Skill 4 – Organizational Structure

Overview: To have a working knowledge and understanding of union development in the United States

Time: Days Fifty–Two through Fifty–Four

Grade Span: 9–12

Objectives: To have a working knowledge of union development in the United States history

To understand why unions developed in the American workplace

To chronologically trace the development of unions in the United States

To select the development of one union (i.e., AFL) determining its origin, leadership, membership, and function

To appreciate the role/s that unions play in today's work place

To determine whether or not unions are essential for today's American workers

Activities: **Large–Class Instruction**

Select one major activity for each day: (three day assignment)

Read "Working–Class Radicalism in the Guilded Age," *The Knights of Labor and American Politics*

Answer worksheet questions on the assigned class reading

Listen to a union leader speak on union development and organization

Ask questions about the organizational structure of unions from the assigned group lists

Watch a movie on the labor movement, (i.e. The Molly Maguires) and discuss in small groups the impact that unions had on workers' organizations, rights, wages, and working conditions

Small–Group Follow-up Activities

Develop time lines of union development in the United States

Create a "Who Am I" game of union leaders with self identifying pictures

Make cue cards that ask questions on American union development

Draw a political cartoon of a union fight, (i.e., Haymarket Square, May 4, 1886)

Materials:

Selected reading
Reading questionnaire
Selected video
Video questionnaire
Guest speaker questionnaire
Time line materials
"Who Am I" materials
Cue cards
Paper for political cartoons

Assessment:

Large– and small–group activities
Completion of reading, video, and guest speaker Questionnaire (placed in portfolio)
Time lines
"Who Am I" materials
Cue cards
Political cartoons

READING QUESTIONNAIRE

Name_____

After the class reading of Leon Fink's "Working–Class Radicalism in the Guilded Age," answer the following questions:

1. Describe the labor movement of the Gilded Age.

2. Who were the Knights?

3. What was the Knights' labor platform?

4. How did capitalism alter the plight of the American worker?

5. Explain what is meant by the "nobility of the poor?"

6. Who were members of the labor movement during the Gilded Age?

7. How does the labor movement of the 19th century compare with the 20th century?

GUEST SPEAKER QUESTIONNAIRE

Name_____

1. When and why was your union formed?

2. Diagram the basic organizational structure of your union.

3. Has your union been involved in strikes?

   If yes, what were the outcomes of these strikes?

4. Do you believe that unions will continue to play a significant role in the 21st century?

5. Should I join a union when I am employed?

   If yes, what will I gain from union membership?

VIDEO QUESTIONNAIRE

Name_____

While viewing the film, answer the following questions:

1. Who are the main characters in the film?

2. Why are they organizing and striking against their employer?

3. What are the working conditions?

4. Do these conditions still exist in the workplace?

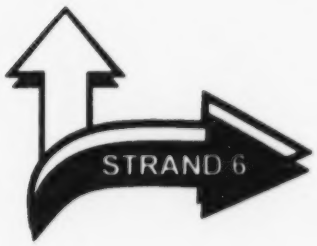
5. Do you believe that violence was the answer?

6. Can you suggest alternative approaches?

7. Determine the effectiveness of peaceful means in resolving working issues.

8. Do you know anyone involved in a strike?

   If so, discuss their actions.



Critical Thinking Process Skills

Skill 1 – Problem Identification/ Resolution

Overview: To identify a school or community problem and propose solutions through a research–based approach

Time: One Week

Grade Span: 9–12

Objectives: To identify a problem by defining, analyzing, and determining scope

To determine possible solutions (hypotheses) to the problem through deduction and induction

To realize that problem–solving requires research and study

To learn that available reference sources can facilitate problem solutions

To value peer input throughout the problem–solving process

To realize that the consequences of problem solution may affect others

Activities: **Individual Assignment**

Each student will select at random an identified problem that the school or community is confronted with

The student will undertake a research project:
(1) State the problem
(2) Propose solutions to the problem
(3) Find information related to the problem (library activities)
(4) Share data with teacher/s through conference time
(5) Determine the consequences of the proposed solutions
(6) Share proposed solutions with peers
(7) Rework solutions based upon peer input

(8) Share proposed solutions and consequences with school or community leaders
(9) Rework solutions and submit final (written) research study

Materials: Reference materials
Teacher and library resources
Research study guidelines (University of Chicago format)

Assessment: Research studies
Observation and interviewing data
Research paper/presentation

RESEARCH PAPER GUIDELINES

In writing your research paper, use the following format:

I. STATE THE PROBLEM

II. DEFINE THE PROBLEM

III. POSSIBLE HYPOTHESES

IV. INFORMATION

V. POSSIBLE SOLUTIONS

VI. CONSEQUENCES OF POSSIBLE SOLUTIONS

VII. FINAL SOLUTIONS

Critical Thinking Process Skills

Skill 2 – Information Access

Overview: To develop an access system that will provide career and job information for students

Time: Days Fifty–Two through Sixty

Grade Span: 9–12

Objectives: To develop an information access system for career and job placement

To create a database for career and job placement information

To undertake a survey of students' career choices in a given school

To match job placement information with career choices of students

To develop a resource directory of careers and the academic and personal requirements/qualifications

To realize that information accessing includes appropriate selection of information

To value information accessing for career choices and job placements

Activities: **Large–Class Instruction**

In the computer room, use software program for career choices and requirements

Have students develop their academic and career profiles from the software programs

Small–Group Activities

Share career preparation with other students who have similar career–related clusters

Develop eight– and six–year programs for careers that require higher education

Undertake a survey of freshmen career/job preferences and link to career/job requirements

Share with freshmen according to career clustering

Develop sample, individual curricula for career clusters (high–school curriculum as well as two– or four–year college curriculm)

Materials:

Computers
Career software programs
Sample individual academic profile
Survey
Sample individual curricula
All the above materials are available from a software program.

Assessment:

Portfolio for entire curriculum
Software program materials
Participation in large class, small group, and individual activities
Teacher/peer observations
Project presentations (entire program)